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ABSTRACT

The book's practical classroom strategies and activities are designed to help teachers individualize instruction for children with developmental ages of 3-7 years. Part I offers suggestions for organizing the special educator's schedule and workload (including such topics as reviewing the individualized education program, developing a weekly schedule, homework assignments, and classroom assistance from parents and volunteers). In Part II, suggestions are offered for opening lines of communication in the classroom without increasing the noise level (including sections on the daily schedule, individual "prescriptions," silently requesting help, restroom passes, weekly chore board, and classroom rules). Thirty visual motor learning activities are outlined in Part III, and 18 long-term art projects are described in Part IV. Finally, Part V presents nine hands-on bulletin board ideas that the teacher can adapt to meet various learning objectives. Each activity is arranged according to objectives, materials needed, preparation, and procedural steps. (JW)

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Art, Fine Motor, and Cognitive Ideas for Special Education

by Susan J. Smith, Ed.D.

Illustrations by
Nora L. Voutas

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Communication Skill Builders
3130 N. Dodge Blvd./P.O. Box 42050
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About the Author

Susan J. Smith, Ed.D., has been associated with Winthrop College, Rock Hill, South Carolina, since 1979; and currently is serving as an Assistant Professor in the Division of Curriculum and Instruction at that college. Dr. Smith completed her graduate studies in Special Education and Administration at the University of South Carolina, Columbia. She received a bachelor degree in Elementary Education from Lock Haven (Pa.) State College; a master degree in Mental Retardation from Bloomsburg (Pa.) State College; a certificate in Sign Language from Harrisburg (Pa.) Community College; and a Supervisor's Certificate in Special Education from Shippensburg (Pa.) State College. Dr. Smith has made presentations at national and state conventions of the Council of Exceptional Children; and is the author of several newspaper and magazine articles on special education.

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Preface

To educate special students appropriately, we must provide individualized instruction. We must teach activities that enable special students to meet school objectives, while encouraging them to work independently. Because students work not only at different ability levels but also at different speeds, it is essential that special education teachers be well organized and overplanned. Here, practical strategies are offered for accomplishing that goal.

The book is divided into five parts. Part I provides special educators with suggestions for organizing their schedule and workload. Part II contains helpful hints for opening lines of communication in the classroom without increasing the noise level. Parts III and IV describe visual motor learning activities, long-term projects, and teaching ideas especially developed for special education students. The activities are designed to increase the student's ability to stay on task, develop fine motor skills and creative talents, increase self-esteem, provide leisure-time activities, and fill in periods of classroom time that are noninstructional. In each activity, the objective, materials, and construction steps are specified. Part V contains hands-on bulletin board ideas that the special education teacher can adapt to meet various objectives.

PART I

Organization

How Does Individual Instruction Begin?

The simplest way to begin meeting the students' individual needs is to review each student's individualized education plan (IEP) and list the objectives to be taught during the school term. For example, see Figure 1.

After preparing the list, analyze the objectives:

Mark an asterisk (*) beside those objectives that can be taught best by individual hands-on instruction.

Mark two asterisks (**) beside those objectives that can be taught individually, then strengthened through individual worksheets or learning centers.

Mark three asterisks (***) beside those objectives that can be taught in a small group.

Mark four asterisks (****) beside those objectives that can be taught to the entire class at one time.

FIGURE 1

John White
IEP Objectives for Spring

Feeding/Eating
To regulate intake of food when using utensils
To use a napkin appropriately

Dressing/Undressing
To lace shoes
To put on a belt
To maintain clean eyeglasses
To select clothing according to the weather

Gross Motor
To use playground equipment appropriate to his ability
To use crutches when going up and down steps

Fine Motor
To cut straight or slightly curved lines
To assemble objects having at least three parts

FIGURE 1 (continued)

Reading
To discriminate consonant sounds in isolation
To identify rhyming words
To sequence pictures
To develop basic reading sight vocabulary at a primer level

Communication
To use conversational speech in phrases and sentences
To verbalize likenesses/differences
To ask WH questions
To indicate sex, age, address, and telephone number

Manuscript Writing
To print the alphabet
To print words
To print name, address, and telephone number

Math
To identify number words
To add basic facts whose sum is less than 10
To read numerals to 100
To write numerals to 100
To tell time to the nearest hour
To indicate values of coins
To read scale on thermometer to the nearest 10

Social Skills
To accept authority
To respect the rights of others
To initiate conversation
To apologize

Vocational
To learn to:
- Insert
- Fold
- Stuff envelopes
- Collate
- Staple
- Perform assembly line work

Weekly Schedule

Develop a weekly schedule based on these questions:

1. What is the best time to teach the objectives you have given one or two asterisks?
2. Which students have similar objectives and can be grouped together for instruction?
3. In which areas is it feasible to teach the entire class at one time?

Post the weekly schedule in the classroom, for staff and students to follow. Make sure it is large enough to be read easily.

See Figure 2 for an example of a weekly schedule.

FIGURE 2

Weekly Schedule

Key: Individual work (* and **); Small group activity (***); Large group activity (****)

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:30	Individual Folder Work	(Writing Activities) (Math Activities) (Vocational Activities)			
9:30 - 9:40	Restroom Break				
9:40 -10:00	Affective Eduction	Music	Affective Education	Music	Library
10:00 - 11:00	Reading Groups 1 2 3 4				
11:00 - 11:30	P.E.	Long-term projects Individual Help	P.E.	Long-term projects Individual Help	Long-term projects Individual Help
11:30 - 12:30	Lunch and Restroom Break				
12:30 - 12:45	Storytime				
12:45 - 1:15	Language Program				
1:15 - 2:00	Art		Art		Art
2:00 - 2:15	Cleanup and Dismissal				
	Folders Ready Phone Calls Lesson Plans				

Hints

After deciding the objectives to teach and when they will be taught, the teacher must determine the best way to teach them. These suggestions may help!

1. Before leaving school each day, prepare individual work folders.
2. Schedule the children to arrive at school at slightly staggered times. Give one-to-one instruction as soon as each student arrives, using the individual work folders you prepared the day before.
3. When assembling the daily folders, make sure that most of the worksheets or tasks are review. Overlearning usually is helpful and motivating for the special student. When students are familiar with the task, they ask fewer questions and build up good habits of working independently.
4. When preparing a new worksheet, run off enough copies to provide for plenty of review.
5. For students at the ** level:

   Make folder games or learning centers to meet the needs of several students.

   Design bulletin boards to meet student objectives. (See Part V for some functional bulletin board ideas.)
6. Recess time is instructional time, too! Assist students with gross motor objectives and social interaction.
7. Each afternoon, leave the next day's lesson plans on your desk. If you are absent or running late, a substitute teacher or paraprofessional can begin appropriate instruction without delay.

Homework

Ask parents to help their child work on those objectives that you have assigned one asterisk. Parents are more apt to work with their child on specific objectives if they agree on the importance of those objectives and the teacher provides specific information on what to teach.

Homework assignments should be 20 to 30 minutes long—no more! The interaction between parent and child should always start and end positively. Once a homework schedule is set up, it should not be changed without explaining it to the parent. Most parents are not trained in educational techniques, so they do need your guidance.

See Figure 3 for an example of a homework schedule for parents to review weekly with their child.

FIGURE 3

Homework Schedule

Monday — Self-help skills
- 15 minutes — Practice lacing shoes
- 15 minutes — Practice washing and drying eyeglasses properly

Tuesday — Telephone usage and self-identification
- 10 minutes — Make a phone call to a friend
- 10 minutes — Review age, address, phone number, family members' names and their places of employment

Wednesday — Reading
- Parent: Read a library book with your child

Thursday — Household chores
- Set the table
- Fold clothes

Friday — Math
- 15 minutes — Look at coins and review their names
- 15 minutes — Set a clock to various hour positions

Every day — Self-help skills
- Prepare toothbrush, brush teeth
- Select clothing according to the weather

Daily Assignment Sheet

Parents' participation usually is more consistent when you send home a reminder sheet giving daily specifics. Request that a parent sign and return the reminder sheet, verifying that the student spent time on the assigned objectives.

FIGURE 4

Name _____ **Date** _____

Homework

15 minutes counting nickels plus pennies

15 minutes telling time to the hour

Parent's signature _____

Classroom Assistance

PARENTS

Have you considered ways of utilizing parents' help within your classroom? Many parents are willing to volunteer a day each week, once they are made aware that their help is needed and are invited to come into the classroom. Some jobs require more time and skill than others, but there is a job for everyone! Possible jobs include:

- Playing the piano for the class while the teacher directs singing
- Reading an appropriate library book to the class
- Working with a student on a dressing skill that requires plenty of time and hands-on instruction
- Assisting on field trips and class parties
- Directing a home economics class
- Directing students in health lessons (for example, proper brushing techniques during dental health week)
- Directing students in hair styling
- Demonstrating how to refinish or repair old toys
- Putting up and taking down bulletin board exhibits
- Working with their own child on one-to-one objectives that require school equipment
- Helping with outdoor games
- Participating in fund-raising activities (such as pizza or hoagie sales and stationery sales)

Children need to learn to take directions from people other than the parents and teacher. The ability to adapt to various authority figures helps children to respond positively to substitutes and to other teachers when mainstreamed. It also helps their ability to be flexible and polite when people enter or leave the room.

VOLUNTEERS

Utilize any available help from colleges and universities. Often a phone call to the School of Education of a nearby college will bring you in contact with a few enthusiastic education students who are anxious to volunteer assistance.

PARAPROFESSIONALS

Utilize paraprofessional help to your advantage. Each Monday morning, give your assistant a list of materials you will need for the week. The assistant can work ahead of you, preparing duplicating sheets, getting art materials ready, updating charts, assembling learning centers and bulletin boards, writing notes, and calling parents.

PART II

Communication

Planning

Through careful planning, the teacher can develop methods for communicating with students and staff without unnecessary talking or loss of instructional time.

Daily Schedule

A board listing daily student objectives, activities, and evaluation criteria works well in classrooms where additional staff is available to assist the teacher. Each morning, the assistants independently go to the board to review specific activities for each student.

Initially, it takes time to develop an objective board; but in the long run, this tool can save time because handicapped classes basically work on the same objectives for a long period. Many supervisors will accept this tool as the teacher's daily lesson plan if the teacher also logs daily evaluation statements.

See Figure 5 for a Daily Schedule board showing objectives. Library pockets are pasted on a sheet of poster board. Objectives, activities, and evaluative statements are written on separate 3″ x 5″ index cards. A separate card is written for each subject; and the cards are arranged in a timed order, based on the Weekly Schedule, for each child for each day. Each child's objective, activity, and evaluation cards are coded by that child's color.

John *(all cards are yellow)*:

Objective	*Activity*	*Evaluation*
To cut paper	The student will cut a fring around all sides of a piece of paper.	9/17 _____ 9/18 _____ 9/19 _____

For the entire class *(all cards are blue)*:

Objective	*Activity*	*Evaluation Remarks*
To listen to a record and move through a simple obstacle course	The students will step over, crawl under, roll, climb, clap, and march to a record.	9/20 _____

If your class has several assistants, post a schedule specifying staff members and students assigned to them for daily individual instruction. It is important that staff maintains a fairly routine schedule if we expect handicapped students to do their best!

FIGURE 5

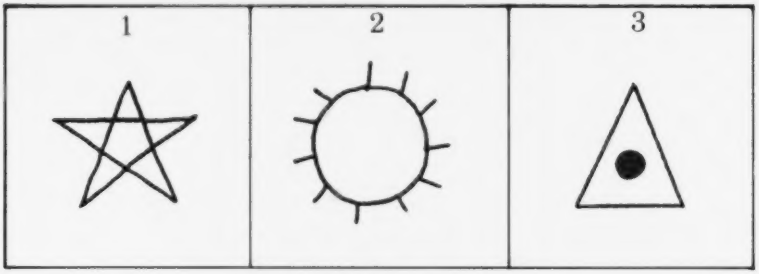
Daily Schedule

	Objectives	Activities	Evaluation
John			
Mary			
Tim			
Sue			
Bill			
Elizabeth			
Barry			
Entire Group			

Individual "Prescriptions"

"Prescriptions" work well for accommodating different students' rates for completing activities.

Set up a shelf area where shoe boxes can be stored. Paste symbols (or numbers, if the students can read) on the boxes. Inside each box, store a learning task that teaches to a specific IEP objective. Prepare prescriptions—specific activities for the student to perform when all other schoolwork is completed and classroom time remains. Tape a prescription to a corner of each student's desk before you leave the classroom in the evening. For example:



For nonreaders

1	2	3
Box 4	Box 6	Box 2

For readers

The student looks at the prescription, goes to the shelf and finds the "star" box, takes it back to the desk, completes the activity within, and returns the box to the shelf. If time permits, the student then takes the "sunshine" box back to the desk; and later, the "triangle" box.

Initially, the students will need teacher instruction; but after reviewing the activities several times, the students should be able to complete them independently.

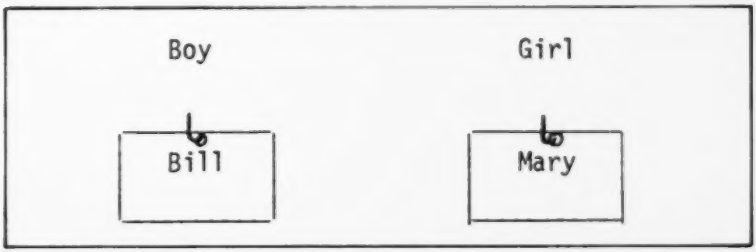
Silently Requesting Help

Too often, a student who needs assistance during an individual activity will raise a hand for attention and then sit and do nothing until help arrives. Provide a class strategy to avoid having the students waste time. Give each student a poker chip. Tell them that when they require help, they are to place the chip at the front of their desk. Assistance will be given as soon as possible. In the meantime, they are to move on to the next problem, assignment, or activity.

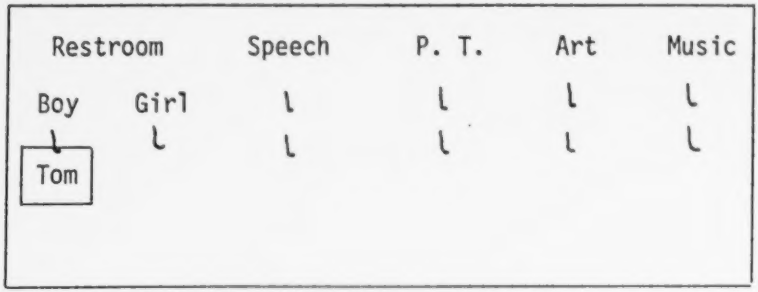
This method of communication helps keep classroom noise to a minimum.

Restroom Passes

To avoid frequent, unnecessary requests to use the restrooms, provide classroom guidelines. For example, no student can use the restroom more than three times per day, and only one boy and one girl is allowed to be out of the room at one time. For each student, make a restroom pass labeled with the student's name. Laminate the pass and punch a hole at the top. When students feel a need to use the restroom, they hang the pass on the restroom hook as they leave the room. Another child of the same sex cannot leave (unless it is an emergency) until the pass is picked up on the way back in. The teacher always knows who has left the room.

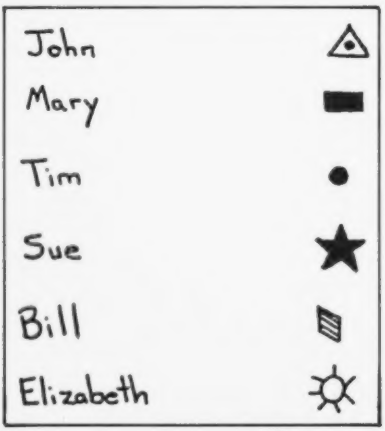


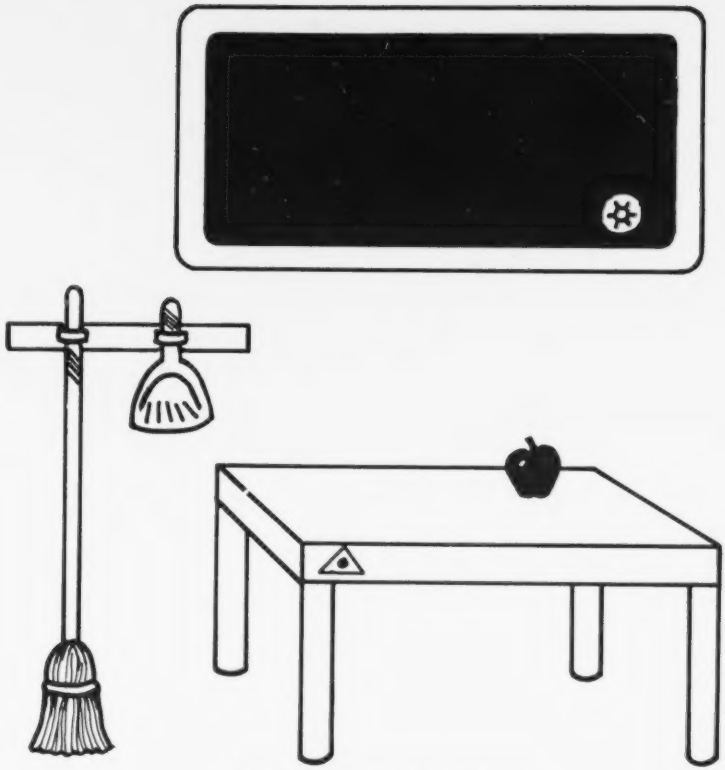
This idea can be expanded if the students are capable of following a schedule independently. When students leave the room for mainstreaming (speech, physical therapy, etc.), the board can be enlarged and classes added.



Weekly Chore Board

Use a system of matching shapes to indicate weekly chores. Instead of drawing elaborate pictures of brooms and desks on a work assignment board, paste a small symbol on each piece of equipment; and post a weekly schedule of chores, using the same symbols. The students find their name and symbol on the chart, and look for that same symbol on the furniture or equipment. The ☼ symbol is posted by Elizabeth's name, indicating that it is her week to erase and wash the board. The ▨ symbol is by Bill's name, so it is his week to sweep the floor.





Classroom Rules

Post four or five class rules and the specific consequences if a student chooses to break a rule. It is always good practice to communicate this information not only to the students but also to the principal, any staff who work with your students, and the parents.

Consistency is an important key to success! It is essential that a teacher carries through with the consequences each and every time a rule is broken. Through careful planning and consistent behavior management techniques, classroom disruptions should be minimal.

You may want to consider using Lee Canter's excellent Assertive Discipline program in your classroom. For information, contact Canter and Associates, Inc., P.O. Box 2113, Santa Monica, California 90406.

PART III

Visual Motor Learning Activities

Fold! Fold! Fold!

Objective:

To fold different sized towels in half, thirds, fourths

Materials:

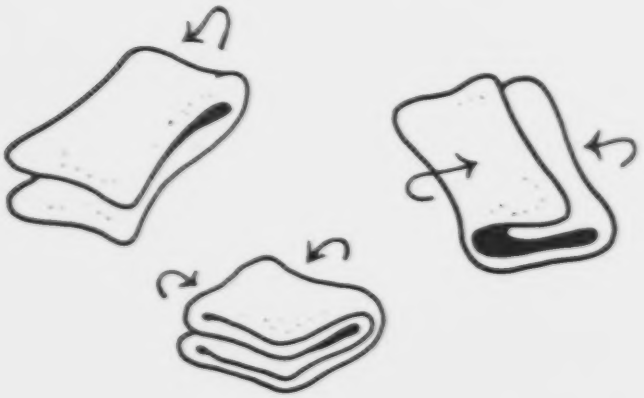
Old dish towels, washcloths, and bath towels

Preparation:

Send a letter home to parents, asking them to donate an old washcloth, bath towel, and dish towel.

Procedure:

1. The student will practice improving the time required to fold washcloths and dish towels in half, then fourths.
2. The student will practice improving the time required to fold bath towels in half, then thirds.
3. Students who are capable will associate the folding steps with the fractions 1/2, 1/4, 1/3.



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Wrap! Wrap! Wrap!

Objective:

To manipulate paper, tape, and string to wrap a box

Materials:

Pieces of newspaper
Various sized boxes
Tape
String
Scissors

Procedure:

1. The student will lay out wrapping paper (for practice, newspaper).
2. The student will place the box in the middle of the paper.
3. Initially by following a series of verbal commands, the student will pull up one side of the paper and tape it to the box.
4. The student will pull up and tape the other side and turn the box to one end.
5. The student will tape both ends.
6. The student will measure a piece of string that will stretch around the box with ends long enough to tie.
7. The student will cut the string and tie the knot around the box.

Staple! Staple! Staple!

Objective:

To line up the stapler with a specific mark and staple a piece of paper

Materials:

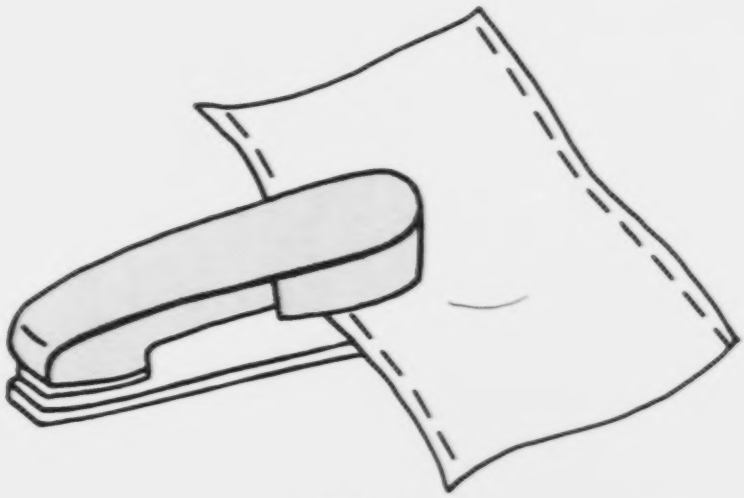
Stapler
Worksheet
Scrap paper

Preparation:

Provide a worksheet like the one below.

Procedure:

1. The student will line up the stapler with each horizontal line and insert a staple.
2. The student will place the worksheet on top of two pieces of scrap paper and complete the same activity with three sheets. The student will have to exert more pressure when pushing down.



Transparent Tape Skills

Objective:

To collate sheets of paper, tape a torn piece of paper, tape a piece of paper to the blackboard, and roll paper

Materials:

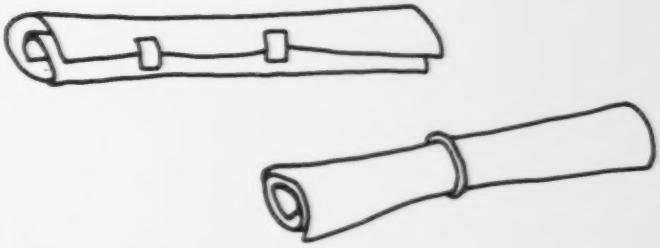
Rectangular table
Whole sheets of used paper
Stapler
Transparent tape in a dispenser
Blackboard
Rubber bands

Preparation:

Lay four or more stacks of paper on a rectangular table.

Procedure:

1. The student will take one sheet of paper from each pile and staple the pieces together.
2. The student will repair any torn pieces of paper, using transparent tape.
3. The student will tape a sheet of paper to the blackboard.
4. The student will roll a piece of paper and tape it together.
5. The student will roll a piece of paper and put a rubber band around it.



Packaging

Objective:

To count out a set number of objects and insert them in an envelope

Materials:

Heavy cardboard strip three feet long
Ten plastic ice cream cups and covers
Glue
Marking pen
Box of objects (pegs, nails, etc.)
Envelopes

The packaging board is a good prevocational aid to help students consistently count a given number of objects accurately.

Stress that the student is to attend only to the task.

As skill develops, increase the number of envelopes. Provide a variety of objects to be inserted.

ACTIVITY I

Preparation:

Glue ten plastic ice cream cups to a strip of heavy cardboard. Number them (inside or on the board) consecutively 1 through 10. Give the student a box of objects and twenty envelopes. Begin the exercise by having the students package ten objects.

Procedure:

1. The student will put an object in each cup, then take the objects out of the cup and put them in an envelope.
2. The student will repeat the procedure until all twenty envelopes are filled.

ACTIVITY II

Preparation:

Place the covers on four ice cream cups, leaving six cups uncovered. Give the students a box of objects and twenty envelopes. Repeat the exercise, this time having the students package six objects.

Procedure:

The student will repeat the procedure as above.

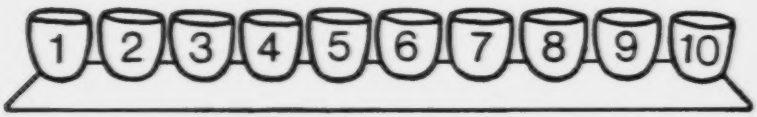
ACTIVITY III

Preparation:

Place two cardboard strips (twenty ice cream cups) in front of the student. Cover eight cups. Give the student a box of objects and twenty envelopes. Repeat the exercise, this time having the students package twelve objects.

Procedure:

The student will repeat the procedure, as above.



Folding and Stuffing

Objective:

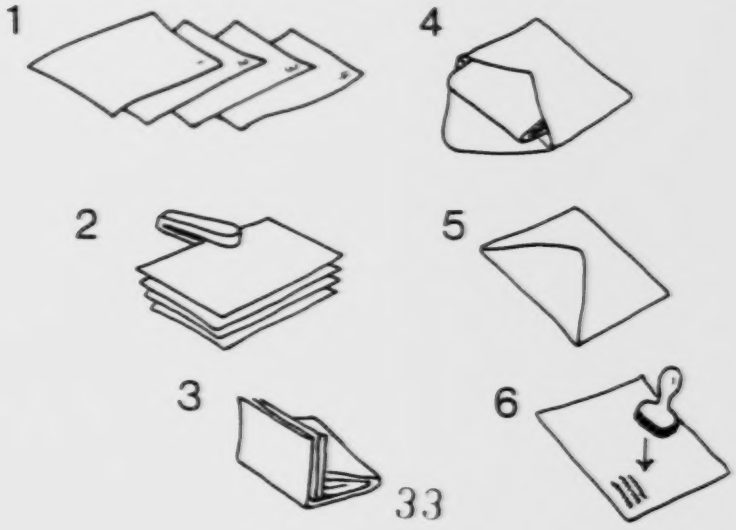
To fold paper in thirds and stuff envelopes

Materials:

Rectangular table
Paper
Stapler
Envelopes
Address stamp and ink pad

Procedure:

1. The student will collate four or more sheets of paper, using an assembly line.
2. The student will staple the packet of papers.
3. The student will fold the packet into thirds.
4. The student will stuff the packet into an envelope.
5. The student will lick the envelope shut.
6. The student will stamp the return mailing address on the upper left corner of the envelope.



Tong Pick-Up

Objective:

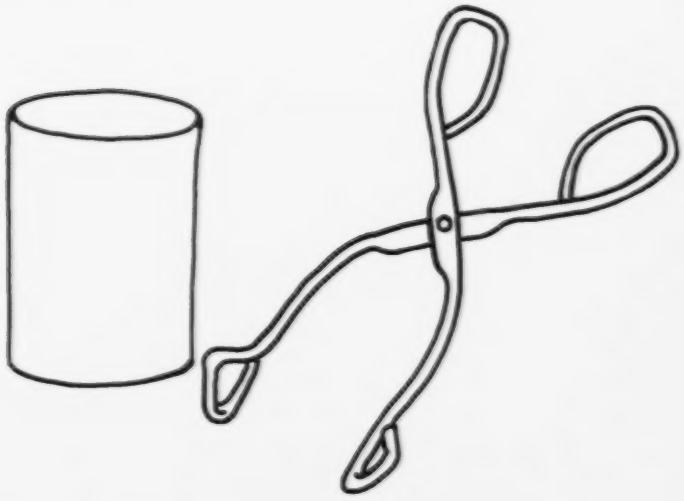
To improve finger dexterity and eye-hand coordination

Materials:

Can or bucket
Tongs
Balls of paper
Tweezers
Small items (pencils, beads, crayons, etc.)

Procedure:

1. The student will tear and ball up pieces of paper.
2. The student will use tongs to pick up balls of paper and drop them into a can or bucket.
3. The student will use tongs to pick up objects and drop them into a can or bucket.
4. As skill develops, the student will use tweezers to pick up smaller objects and drop them into a can.



Squeezing

Objective:

To improve finger dexterity and eye-hand coordination

Materials:

Turkey basters
Pan of water
Small cup

Preparation:

Give the materials to the student or a small group of students.

Procedure:

1. The student will use a turkey baster to fill a small cup with water.
2. A small group of students will race to complete this activity.

Popping Pop-Beads

Objective:

To strengthen wrists and improve eye-hand coordination

Materials:

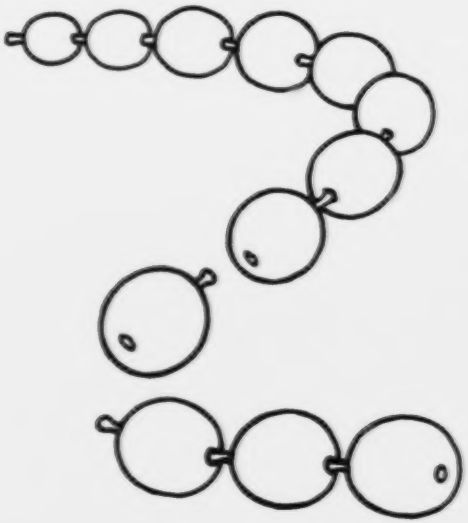
Pop-beads

Preparation:

Have the student lie prone on the floor with elbows propped up. Give the student a string of pop-beads.

Procedure:

1. The student will pull the beads apart.
2. If capable, the student will reconnect all beads by inserting the stems and pushing the beads together.



Roll-On Paint

Objective:

To develop the fine motor skill of painting

Materials:

Roll-on deodorant bottles
Tempera paint powder
Liquid starch
Water
Paper

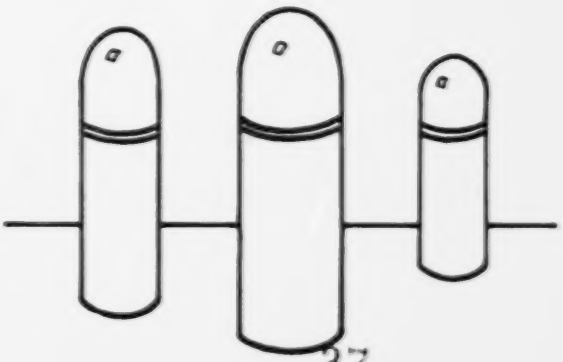
This activity helps the student develop physical control to hold a paintbrush, dip it in paint, and spread paint on paper.

Preparation:

Pry off the plastic piece that holds the ball in place on the bottle. Soak the balls, plastic pieces, and caps; and wash the bottles. Mix tempera paint powder, liquid starch, and water to make paint that is the same consistency as deodorant. Fill the bottles with different colors of paint. Force the ball and plastic covering back on the bottles, and cover them with the caps for storage.

Procedure:

The student will make pictures by rolling paint on paper.



Sponge Painting

Objectives:

To develop finger-thumb apposition
To develop creative talents

Materials:

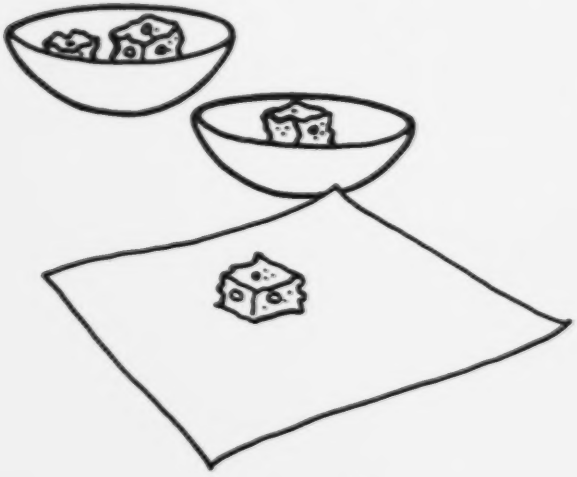
Bowls
Watercolor paints
Two-inch sponge squares
Paper

Preparation:

Mix several colors of paint in separate bowls. Place a sponge square in each bowl. Encourage and direct the student to create a painted picture.

Procedure:

1. The student will squeeze each sponge over the bowl before using the sponge.
2. The student will create a painted picture.
3. The student will immediately put the sponge back into the appropriate bowl when no longer using it.



Sponge Writing

Objective:

To squeeze water out of a sponge and trace over letters written on the blackboard

Materials:

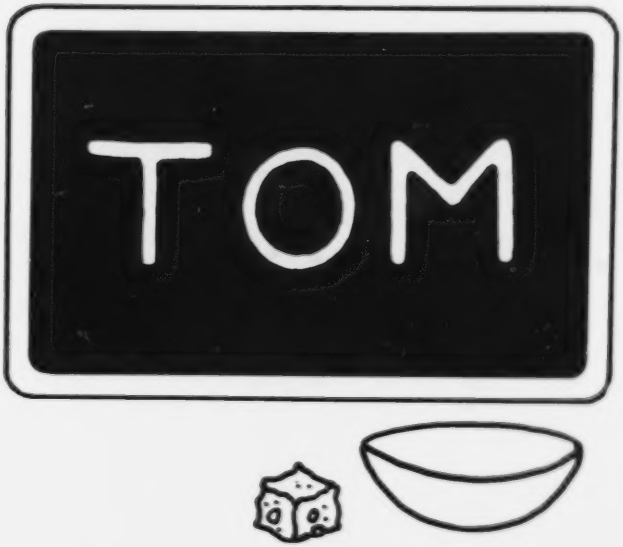
2" sponge square
Bowl of water
Blackboard
Chalk

Preparation:

Write the student's name on the blackboard with chalk.

Procedure

1. The student will squeeze the water out of the sponge into a bowl.
2. The student will move the sponge over each letter to wipe the board clean.



Pre-Handwriting Templates

Objective:

To strengthen visual motor perception skills by drawing lines inside templates on a blackboard

Materials:

Poster board
Scissors
Tape
Blackboard
Jumbo chalk

Preparation:

Cut 12″ shapes and letters from poster board, leaving the outside border as shown below. Tape the shapes and letters on the blackboard.

Procedure:

The student will practice making the shape inside the template with jumbo chalk.

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Calendars

Objective:

To increase finger dexterity by using a jumbo pencil or pasting a sticker over a number

Materials:

Master calendar
Individual calendar sheets
Marking pen
Jumbo pencils
Stickers

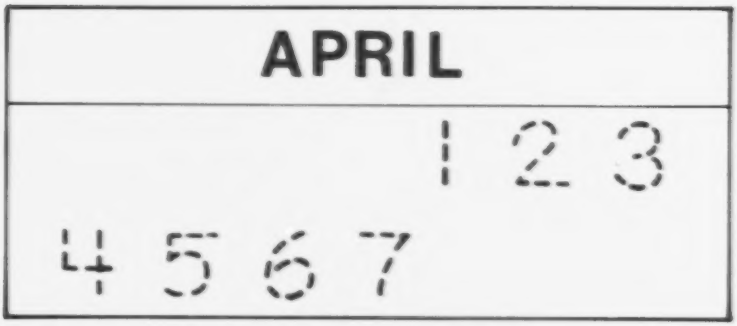
Preparation:

Hang a master calendar in the classroom. Prepare a monthly calendar sheet. Make a copy for each student. Leave the calendar sheet blank for those students who are able to write numbers. Write the numbers in dotted form for those students who are able to trace over numbers. Fill in all numbers for those students who are unable to write numbers. Distribute the calendar sheets at the beginning of each month.

Daily, refer to the master calendar. Help the students orally count to the current date.

Procedure:

According to capability, the student will write the current date, trace over the dotted number, or paste a sticker over the day's date.



Number Sequence

Objective:

To cut number squares, sequence numbers, and paste them in place to make a calendar

Materials:

Master calendar
Old calendars
Scissors
Worksheets
Paste
Shoe box

Preparation:

Hang the master calendar in the classroom. Give the student a worksheet (see illustration).

Procedure:

1. The student will cut apart the number squares from old calendars and put them in a shoe box. (If the student is not able to perform this step, the teacher will cut apart the number squares.)
2. The student will find and paste the number squares on the worksheet to match the master calendar.

Coloring Within a Boundary

Objective:

To increase fine motor control

Materials:

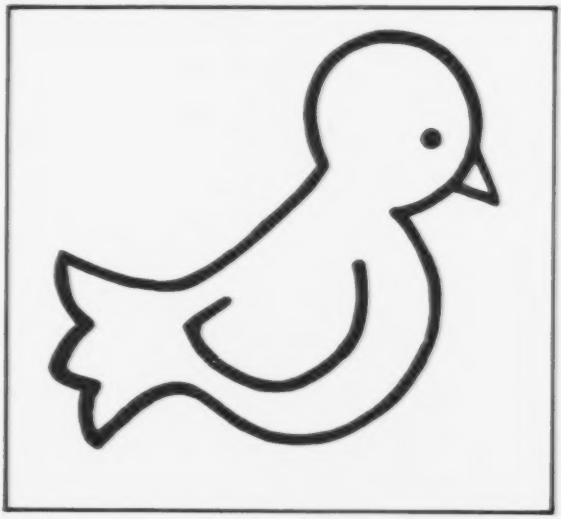
Simple coloring sheets
Marking pen
Glue
Crayons

Preparation:

Outline a simple coloring sheet with a marking pen. Spread a generous amount of glue on the lines. Let the sheet dry overnight. A hard, dark, raised border will outline the drawing. Instruct the student not to color over the raised border.

Procedure:

The student will color the picture, staying inside the raised boundary.



Sorting Pegs by Color

Objectives:

To visually discriminate colored pegs
To insert pegs into peg holes

Materials:

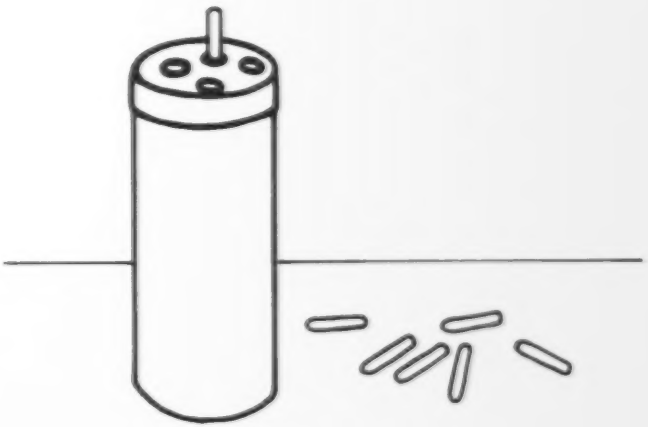
Colored pegs
Potato chip cylinder and lid
Paper punch
Paint
Hole reinforcers
Glue

Preparation:

Punch five or six holes around the lid of a potato chip cylinder. Paint hole reinforcers the same colors as available pegs. Glue a reinforcer over each hole on the lid.

Procedure:

The student will sort pegs into the appropriate color-coded hole.



Sorting Pegs by Color, Left to Right

Objectives:

To visually discriminate colored pegs
To insert pegs into peg holes
To work in a left-to-right progression

Materials:

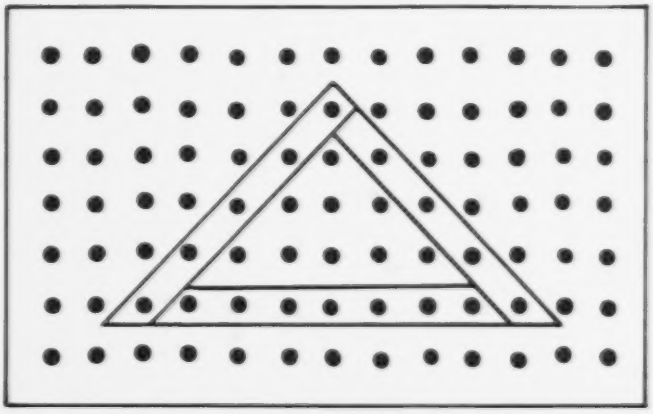
Pegs
Pegboard
½" masking tape
Crayons
Pencil

Preparation:

Color masking tape to match the colors of available pegs. Decide on a design, based on student ability. Tape each entire row of peg holes. Using a pencil, punch a hole into each peg hole.

Procedure:

The student will place the appropriate colored pegs into each row, always working from left to right.



Sequencing 1 through 10

Objective:

To sequence objects 1 through 10

Materials:

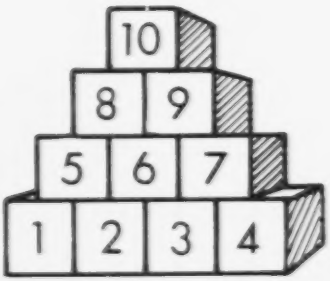
Enamel paint
Blocks
Beads
String
Two shoe boxes
Marking pen

Preparation:

Paint the numbers 1 through 10 on blocks and beads. Make "prescription activities" by placing either the ten blocks or the ten beads and string in each box. Label the boxes.

Procedure:

1. The student will stack the blocks in sequence.
2. The student will string the beads in sequence.



Plastic Egg Activities

(Lower Functioning Students)

OPENING CONTAINERS

Objective:

To develop finger dexterity by twisting and opening containers

Materials:

Plastic eggs
Food rewards (raisins, marshmallows, etc.)

Food rewards usually are a successful motivator for lower functioning students who are still learning to explore their environment.

Preparation:

Place small foods inside plastic eggs. Encourage the student to want to open the containers.

Procedure:

The student will twist and open the containers.

(Higher Functioning Students)

OPENING CONTAINERS AND COUNTING

Objectives:

To develop finger dexterity by twisting and opening containers
To count objects

Materials:

Ten or more plastic eggs
Objects to count (pennies, chips, etc.)
Shoe box
Marking pen

Preparation:

Make a "prescription activity" by placing objects inside eggs, then placing the eggs inside a shoe box and labeling it.

Procedure:

1. The student will twist and open the containers.
2. The student will count the objects inside the containers.

OPENING CONTAINERS AND SEQUENCING

Objectives:

To develop finger dexterity by twisting and opening containers

To sequence numbers 1 through 10

Materials:

Ten plastic eggs
Folding bristol
Marking pen
Scissors
Shoe box

Preparation:

On folding bristol, write numbers 1 through 10. Cut apart the numbers. Place one inside each egg. To make a "prescription activity," place the eggs in a shoe box and label it.

Procedure:

1. The student will twist and open the containers.
2. The student will take out the numbered cards and sequence them.

Pegboard Addition or Subtraction

Objective:

To add or subtract numbers, using concrete materials to illustrate the facts

Materials:

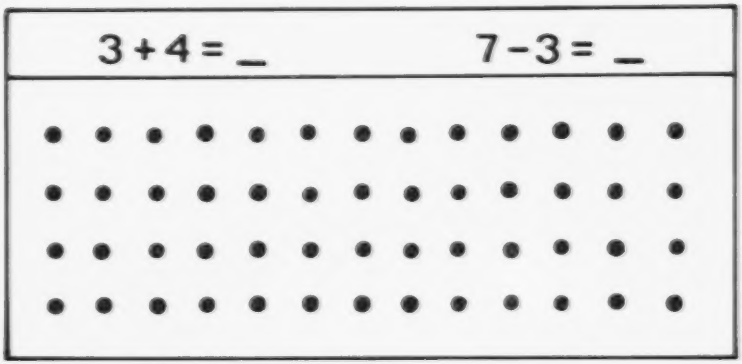
Masking tape
Ballpoint pen
Pegs
Pegboard
Container for pegs
Math sheet
Pencil

Preparation:

On masking tape, write several math problems (for example, 3 + 4 = ____, 7 - 3 = ____). Put the masking tape strip across the top of a pegboard square. Prepare a math sheet that contains the same math problems. Give the student the pegboard, container of pegs, and a math sheet.

Procedure:

1. The student will use pegs to illustrate the facts.
2. The student will find the same math problems on the math sheet and write the answers in the blanks.



Math for Students with Poor Motor Control

Objective:

To provide a strategy to answer math problems for students who do not have fine motor control needed to write numbers

Materials:

A color/number chart
Worksheets
Crayons
Round stickers (for Variation)

Preparation:

Provide each student with a color/number chart and a worksheet.

Procedure:

The student will figure the answer mentally, select crayons that correspond to the correct number, and make colored dots as the answer to the math problem.

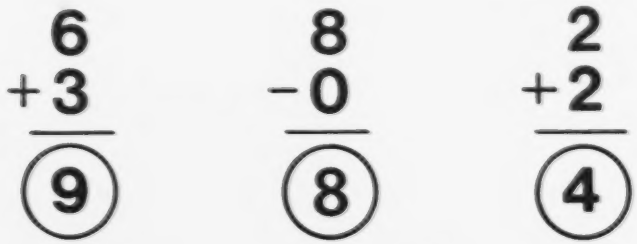
VARIATION

Preparation:

Write numbers 0 through 9 on round stickers.

Procedure:

The student will figure the answer mentally, select number stickers, and affix them to the worksheet under the math problem.



Clothespin Snap

Objectives:

To strengthen finger muscles by opening and releasing clothespins

To match colors, numbers, letters, or words

Materials:

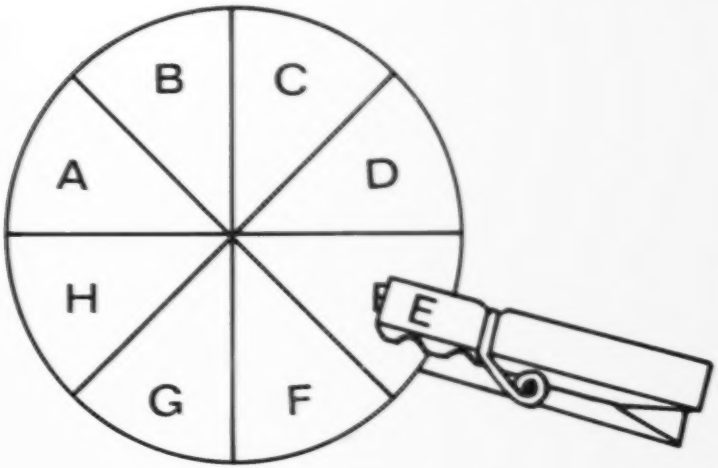
Paper plates
Paint
Plastic bags
Hinge-type wooden clothespins

Preparation:

Select specific objectives for your students (for example, eight basic colors, numbers 1 through 12, letters, days of the week, or spelling words). Color or write the objectives on paper plates. Color the clothespins to match, or write the matching words on them. Place the plate and pins in a plastic bag.

Procedure:

The student will squeeze open the clothespins and snap them on the matching section of the paper plate.



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Follow the Colors

Objective:

To think about each step and maintain balance while planning the next step

Materials:

Carpet samples in two different colors
Yarn that matches the carpet colors

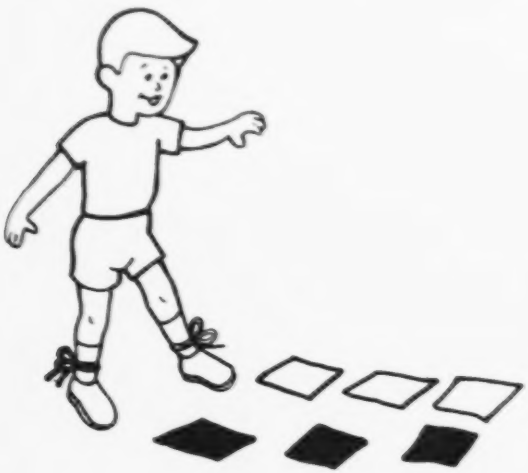
This activity could be one facet of an obstacle course.

Preparation:

Scatter carpet squares on the floor so that one color is always on the right and the other color is always on the left. On the student's right foot, tie a piece of yarn that is the same color as the carpet pieces on the right. Tie another piece of yarn, the same color as the carpet pieces on the left, on the student's left foot.

Procedure:

The student will step on the appropriately colored carpet squares without losing balance.



Dressing Independently

ZIPPER HELP

Objective:

To zip a jacket independently

Materials:

Jacket
Cord
Large wooden bead

Preparation:

For students who have difficulty zipping because of poor physical control, tie a large wooden bead to the zipper clasp.

Procedure:

The student will grasp the wooden bead and zip independently.

PUTTING ON SHOES

Objective:

To slip shoes on the correct feet

Materials:

Student's shoes
Permanent marking pen

Preparation:

For students who have difficulty putting their shoes on the correct feet, place a large dot of ink on the inside instep of each shoe.

Procedure:

The student will line up the dots by putting the shoes together, then lift each shoe and put it on the correct foot.

COLOR-CODED LACING

Objective:

To lace a shoe

Materials:

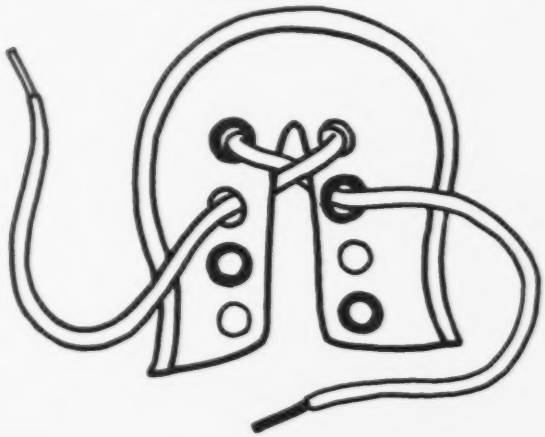
Two colors of paint
Shoestring
Poster board
Paper punch
Laminating material
Shoe

Preparation

Paint each tip of the shoestring with a different color. Make a model shoe from poster board. Punch holes and color-code them by painting alternate colors to match the shoestring tips. Laminate the shoe.

Procedure:

1. The student will lace the model shoe, matching the color-coded shoestring tips and holes.
2. The student will lace a regular shoe.
3. The student will lace a regular shoe on the foot.



Lacing Up for the Holidays

Objective:

To increase visual motor perception skills by completing a series of prevocational sewing cards

Materials:

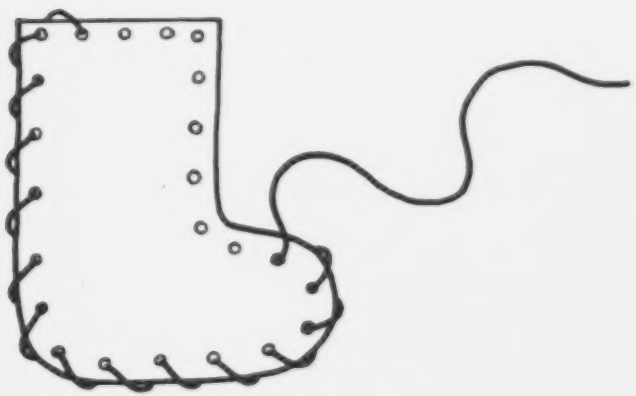
Poster board
Marking pen
Laminating material
Paper punch
Shoelaces

Preparation:

Cut out poster board shapes centered around holidays (heart, bunny, Christmas stocking, etc.). Make ink marks around the border of each shape. Laminate the shapes.

Procedure:

1. The student will punch a hole on each mark.
2. The student will practice a simple sewing stitch by lacing a card.



Art and Exercise

Objectives:

To follow auditory directions

To exercise and strengthen understanding of laterality and directionality

Materials:

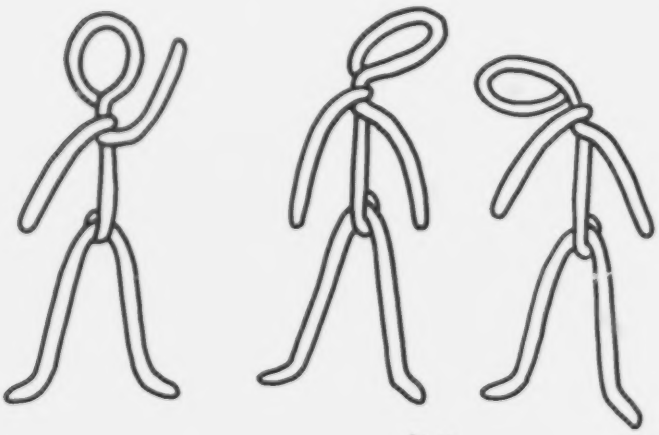
Pipe cleaners

Preparation:

Give three pipe cleaners to each student. Give oral instructions, as indicated below.

Procedure:

1. The student will follow oral instructions for assembling three pipe cleaners to form a stick figure.
2. The student will listen to and show understanding of oral instructions by moving parts of the pipe cleaner doll (shake the arms or legs, raise the left hand, look up, look down, etc.).
3. The student will listen to and show understanding of oral instructions by standing up and performing the same exercises.



Draw a Person

Objective:

To increase spatial and body awareness by drawing and coloring body parts

Materials:

Worksheets
Crayons

ACTIVITY I

Preparation:

Prepare worksheets, duplicating the figure on page 51. Distribute the worksheet with the completed figure.

Procedure:

The student will color the figure with crayons.

ACTIVITY II

Preparation:

Prepare and distribute worksheets with the figure completed in dotted lines (page 52).

Procedure:

1. The student will complete the figure by tracing over the dotted lines.
2. The student will color the figure with crayons.

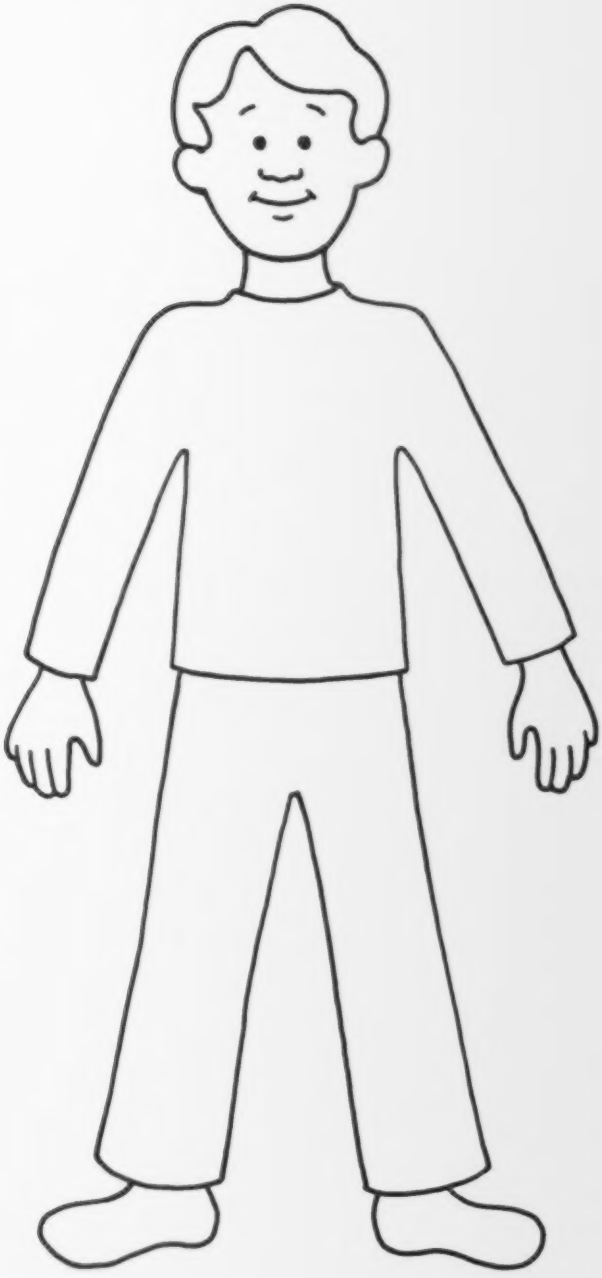
ACTIVITY III

Preparation:

After the student has had much practice, fade the dotted lines. Prepare and distribute worksheets with the incomplete figure (page 53).

Procedure:

1. The student will complete the figure by modeling the finished half.
2. The student will color the figure with crayons.



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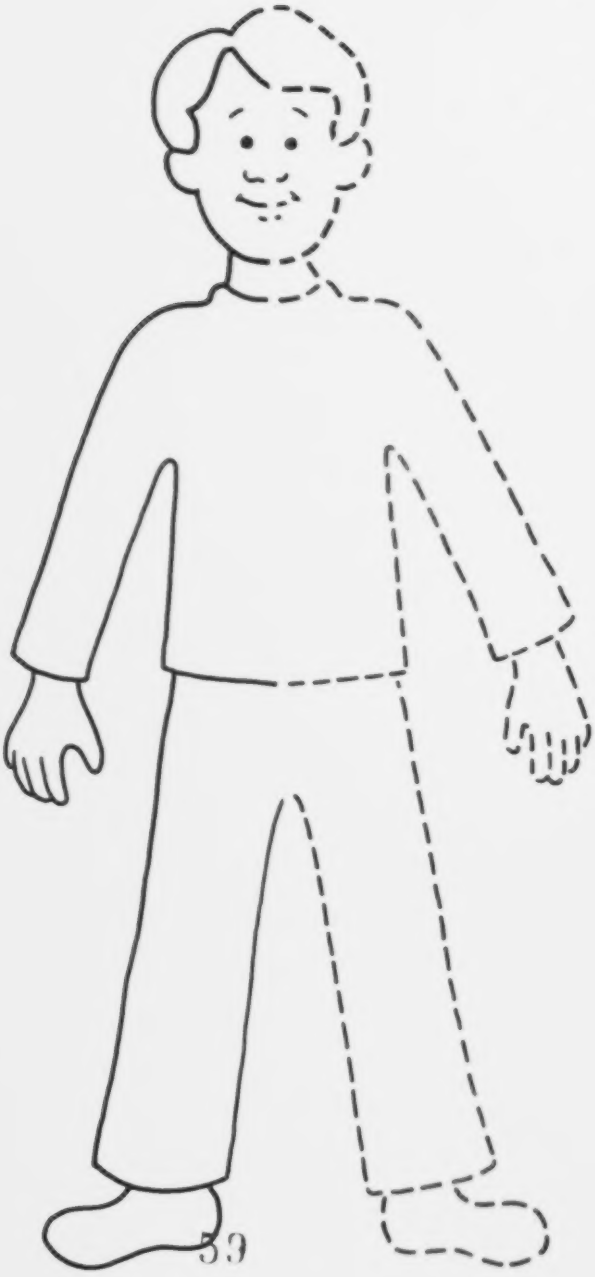

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Emergency Telephone Numbers

Objective:

To assemble a telephone number card that would enable a student to be able to call community help in case of an emergency

Materials:

Magazines
Scissors
Index card
Glue
Laminating material

Procedure:

1. The student will look through magazines to find small pictures of a policeman, fireman, and doctor or hospital.
2. The student will cut out the pictures and glue them on an index card.
3. With teacher help, beside each picture will be written the correct telephone number of the student's community helpers.

Laminate the card and encourage the student to post it next to the telephone at home.

A Board Game for Everyone

Objectives:

To answer individual questions selected from IEP objectives

To move a marker around a gameboard when a question is answered correctly

Materials:

Poster board
Colored marking pens
Folding bristol
Ruler
Laminating material
Scissors
Wooden marker for each player

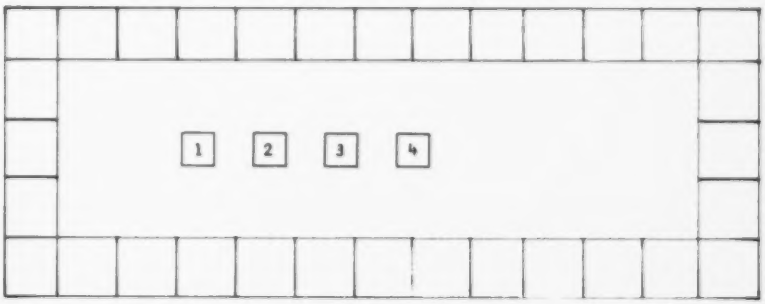
Preparation:

Make a colorful gameboard on poster board. Rule the folding bristol into 3-inch squares. On the squares, write at least twenty individually appropriate questions for each player (specific spelling words, addition facts, pictures or alphabet letters to identify, etc.). Laminate the bristol and cut apart the squares.

Add or delete cards as IEP objectives are accomplished.

Procedure:

1. The student will correctly answer a question.
2. After answering correctly, the student will move the marker one space on the gameboard.



PART IV

Long-Term Projects

Holiday Card Placemat

Objective:

To cut pictures and glue them on paper to create a holiday placemat

Materials:

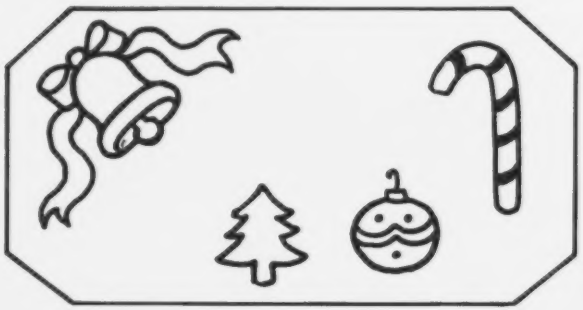
Old holiday cards
Scissors
Glue
Construction paper, 12" x 18"
Laminating material

A set of four or six placemats makes a great gift!

Procedure:

1. The student will cut apart interesting sections from old holiday cards.
2. The student will glue the card sections on construction paper to create an interesting design.

Laminate the placemats.



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Woven Placemat

Objective:

To improve finger dexterity by cutting and weaving paper strips

Materials:

Construction paper, 12″ x 18″
Ruler
Pencil
Scissors
Glue
Laminating material

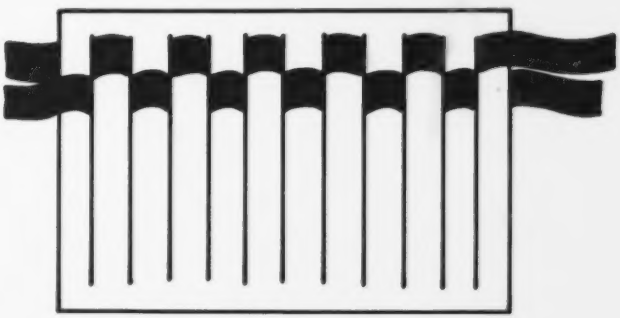
Preparation:

Draw lines on a sheet of construction paper, as illustrated. Cut 1″ x 18″ strips of construction paper. Give the sheet of paper and strips to the student.

Procedure:

1. The student will cut the lines on the paper to make slits. (If the student is not able to perform this step, the teacher will cut the lines.)
2. The student will weave strips of paper through the slits.
3. The student will glue the ends of the strip to each end of the paper frame.

Laminate the finished placemat.



Duster

Objectives:

To improve finger dexterity
To attend to the task during free periods of time

Materials:

Wire clothes hanger
Several colors of yarn
Ruler
Scissors
Glue

Dusters are good fund-raising projects or gifts. They can be made in one color, or two or more colors can be alternated.

Preparation:

Bend a hanger for the student, as illustrated.

Procedure:

1. The student will measure and cut 8″ pieces of yarn, at least 100 at a time.
2. The student will fold an 8″ strip of yarn in half and lay the strip under the hanger. Holding the two ends in one hand and the folded loop in the other hand, the student will bring the ends up over the hanger and through the folded loop. Then the student will pull the knot tight.
3. The student will continue the procedure until the hanger is packed with yarn.
4. The student will put glue on the handle and wrap yarn around tightly to cover it.

Eye of God Mobile

Objective:

To improve finger dexterity and create an artistic project

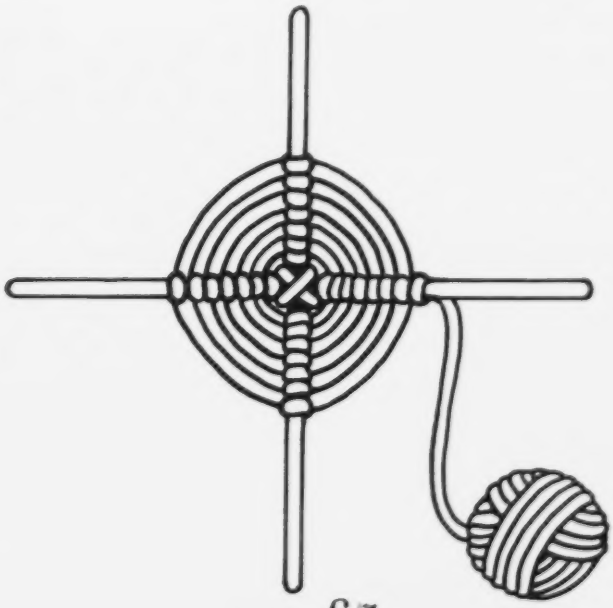
Materials:

Two 12" dowels
Yarn
Glue

Procedure:

1. The student will tightly wrap a colorful piece of yarn around two dowels, as illustrated.
2. To change colors, the student will cut and glue the end of the yarn to the dowel, apply glue to the next color, and continue wrapping.

As students improve their ability to wrap tightly, they may want to attempt using longer dowels and more colors.



Art from Paper Scraps

Objective:

To tear colored paper into small pieces, sort the pieces into separate containers by color, and create a picture of interest

Materials:

Colored paper
Bowls or boxes
Paste
A simple picture from a coloring book

Procedure:

1. The student will cut or tear colored paper into small pieces.
2. The student will sort the small pieces of paper into separate containers according to color.
3. The students will paste the colored pieces on paper.

Encourage the student to cover each section entirely with the colored pieces of paper.

Rice Art

Objective:

To dye rice, divide it into containers according to color, and create a picture of interest

Materials:

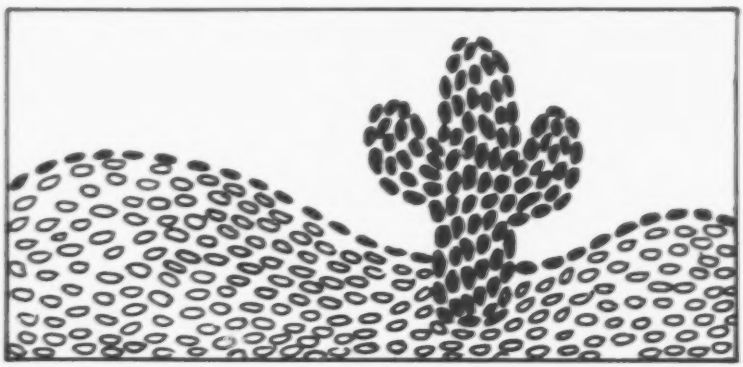
Double-stick tape or self-adhesive shelf paper
Poster board
Rice
Tempera paint powder
Water
Paper towels
Bowls

Preparation:

Place double-stick tape or self-adhesive shelf paper on poster board.

Procedure:

1. The student will put rice in a bowl, add tempera paint powder and a drop or two of water, and stir until the rice is colored evenly.
2. The student will spread the rice on paper towels to dry.
3. The student will shake the rice onto the poster board to create a picture of interest.



Corn and Bean Design

Objective:

To create an interesting design by gluing corn and beans to a background print

Materials:

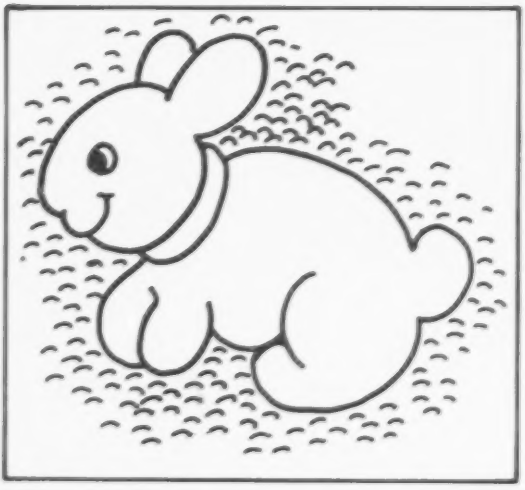
Oaktag or balsa wood
Bowls of dried corn and beans
Glue

Preparation:

Draw an interesting design on a heavy piece of oaktag or a thin piece of balsa wood.

Procedure:

1. The student will apply small amounts of glue to one section of the print.
2. The student will place dried corn or beans on top of the glue.
3. The student will cover the entire print with corn or beans.



Noodle Necklace

Objective:

To increase fine motor and visual motor control

Materials:

Macaroni in various shapes
2" sponge squares or brushes
Water-base paint
Paper towels
Bowls or boxes
String

Procedure:

1. The student will use sponges or brushes to paint macaroni pieces.
2. The student will lay the painted macaroni on paper towels to dry.
3. The student will sort the dry macaroni into containers, according to color.
4. The student will thread string through the macaroni to create an interesting necklace.

More capable students may want to alternate several colors.

Paper Clip Necklace

Objectives:

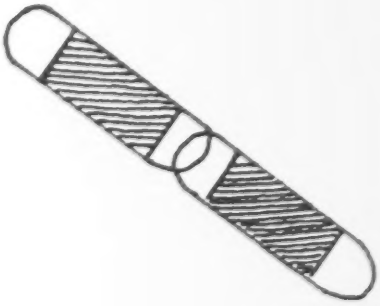
To measure and cut adhesive-backed shelf paper
To improve finger dexterity by linking paper clips

Materials:

Paper clips
Adhesive-backed shelf paper
Ruler
Pencil
Scissors

Procedure:

1. The student will link a chain of paper clips to a desired length.
2. The student will measure and cut ¾" strips of adhesive-backed shelf paper.
3. The student will peel off the back of the adhesive paper, one strip at a time, and wrap the strip around each clip on the chain, leaving the looped ends exposed.



Styrofoam Necklace

Objectives:

To punch styrofoam circles
To increase visual motor perception by stringing beads

Materials:

Old costume jewelry
Scissors
Container for beads
Paper punch
Colored styrofoam egg cartons
Needle
Thread, 18" long

Preparation:

Ask parents to donate old costume jewelry.

Procedure:

1. The student will cut the string on necklaces and put all beads in a shallow container.
2. The student will punch hundreds of styrofoam circles from colored egg cartons.
3. The student will design an interesting necklace by stringing the styrofoam circles and costume beads.

Craft Stick Art

Objective:

To use imagination to create an artistic shape

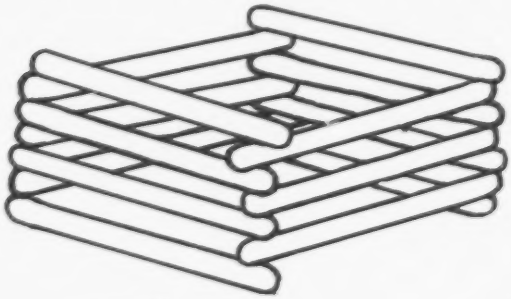
Materials:

Craft sticks, 5″ long
Poster board
Ruler
Scissors
Glue

LOG CABIN SHAPE

Procedure:

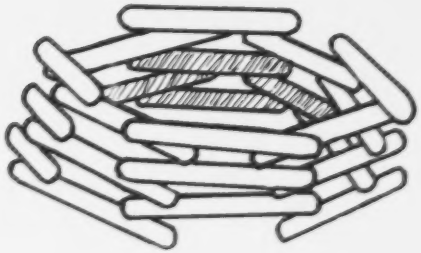
1. The student will measure and cut out a 5″ square from poster board. (If the student is not able to perform this step, the teacher will measure and cut the shape.)
2. The student will glue craft sticks across the square to form the base for the project.
3. The student will glue a stick on one side of the square and another stick on the opposite side of the square.
4. The student will glue sticks on the other two sides of the square, layering the ends on top of the sticks below.
5. The student will continue to alternate parallel rows of craft sticks to form a log cabin shape.



FRUIT BOWL

Procedure:

1. The student will measure and cut out a 5″ octagon from poster board.
2. The student will cover the poster board with craft sticks, gluing them in place.
3. The student will glue one row of craft sticks around the border of the octagon, making a strong base.
4. The student will construct a bowl by alternating craft sticks and gluing them in place as described.



Masking Tape Vase

Objective:

To increase finger dexterity

Materials:

Small bottle
Masking tape
Shoe polish

Procedure:

1. The student will tear masking tape into small pieces.
2. The student will cover the entire bottle, overlapping the pieces of tape.
3. The student will rub the taped bottle with shoe polish.

The vase can be filled with flowers.

Corn Husk Wreath

Objective:

To improve finger dexterity and create a wreath by knotting strips of corn husks around wire

Materials:

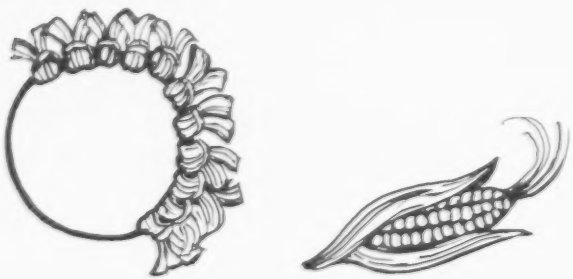
12" piece of wire (such as a clothes hanger)
Wire cutters
Dried corn husks
Bowl of water
Ribbon

Preparation:

Bend the wire into a circle. Provide dried corn husks.

Procedure:

1. The student will tear corn husks into long strips.
2. The student will dip a strip into water, fold it in half, and lay it under the hanger. Holding the two ends in one hand and the folded loop in the other hand, the student will bring the ends up over the hanger and through the folded loop. Then the student will pull the knot tight.
3. The student will continue the procedure until the hanger is packed with husks.
4. The student will tie a ribbon bow to the wreath.



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Spring in Like a Lion

Objective:

To improve finger dexterity

Materials:

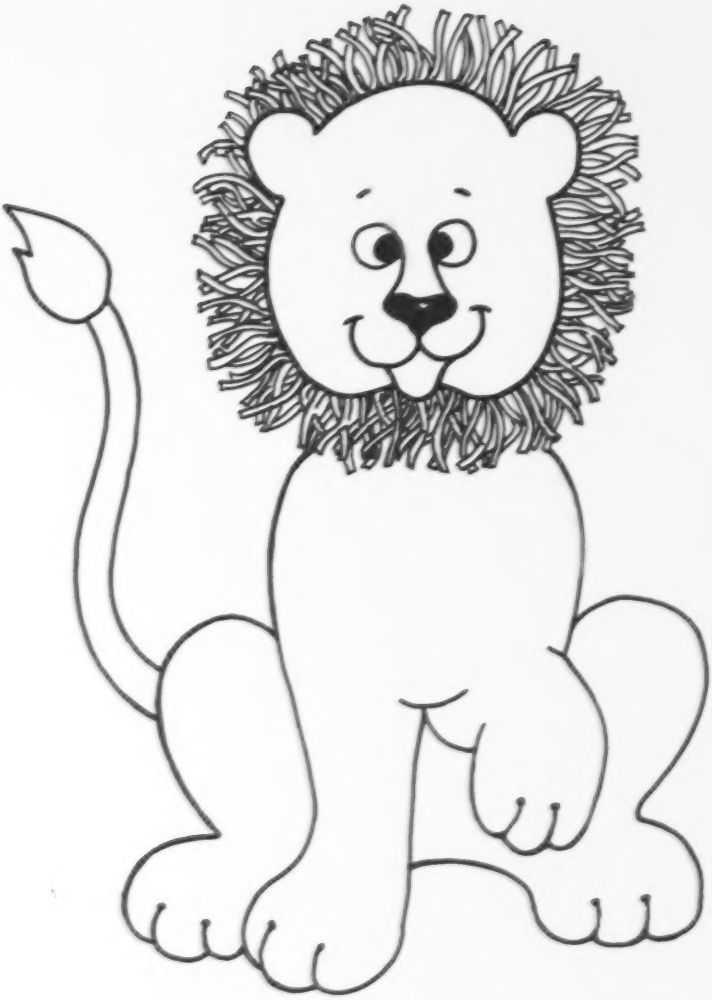
Lion pattern
Heavy paper
Crayons
Scissors
Ruler
Heavy twine
Cover for a margarine bowl

Preparation:

Cut out the center of the margarine bowl cover. Draw a lion pattern, making the head the same size as the cover.

Procedure:

1. The student will trace a lion pattern on heavy paper.
2. The student will cut out the lion pattern. (If the student is not able to perform this step, the teacher will cut out the lion.)
3. The student will color the lion's body with crayons.
4. The student will measure and cut at least fifty 4" pieces of twine.
5. The student will fold a 4" piece of twine in half and lay it under the rim of the margarine cover. Holding the two ends in one hand and the folded loop in the other hand, the student will bring the ends up over the rim and through the folded loop. Then the student will pull the knot tight.
6. The student will continue the procedure until the rim is packed with twine.
7. The student will glue the mane on the lion.



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Egg Carton Vase

Objective:

To cut styrofoam cups, insert netting, and pin cups to a styrofoam ball to create a floral arrangement

Materials:

Two pastel-colored styrofoam egg cartons
Scissors
Ruler
Nylon netting
Thirty plastic flower buds
Four-inch styrofoam ball
An old bud vase
Hairpins

Procedure:

1. The student will cut apart two styrofoam egg containers into 24 cups. (If the student is not able to perform this step, the teacher will cut apart the cups.)
2. The student will measure and cut thirty 2" squares of nylon netting.
3. The student will place a piece of netting inside each cup and a plastic flower bud on top of the netting.
4. The student will insert the styrofoam half-sphere in a vase. With hairpins, the student will attach each flower cup to the styrofoam ball. For any of the open spaces on the ball, the student will pin on a flower wrapped in a piece of netting.

Seasonal Wreaths

Objective:

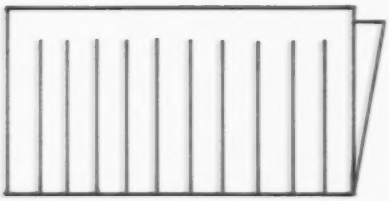
To fold, cut, and staple an assortment of wreaths

Materials:

Construction paper, 12″ x 18″
Thick black marking pen
Ruler
Scissors
Stapler
Ribbon

Procedure:

1. The student will fold a sheet of colored paper. (Use green or red for Christmas, orange or brown for Fall, and pastel colors for Spring and Summer.)
2. With the teacher's help, the student will draw 9″ lines on the folded paper (see illustration), using a ruler and marking pen.
3. The student will cut along the 9″ lines.
4. The student will fold the paper inside out and form a wreath shape.
5. The student will staple the ends together and add a colorful bow.



Bookmark

Objective:

To paint, paste, and use imagination to create an interesting bookmark

Materials:

Tongue depressor
Enamel paint
Felt
Glue
Sequins
Ribbon

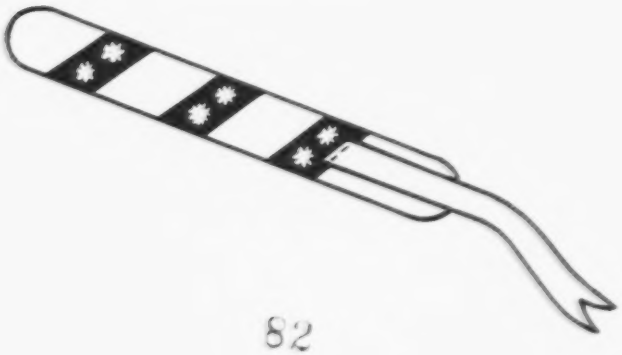
Preparation:

Discuss bookmarks and how they are used.

Procedure:

1. The student will paint a tongue depressor with enamel.
2. The student will decorate the tongue depressor by gluing felt and sequins to it.
3. The student will sew a ribbon to the felt.

Show the students how to place the ribbon inside the book to mark the page. The decorated stick will hang outside, along the book spine.



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Honeycomb Placemat

Objective:

To improve finger dexterity

Materials:

Honeycomb matting
Ruler
Scissors
Yarn
Large plastic needle

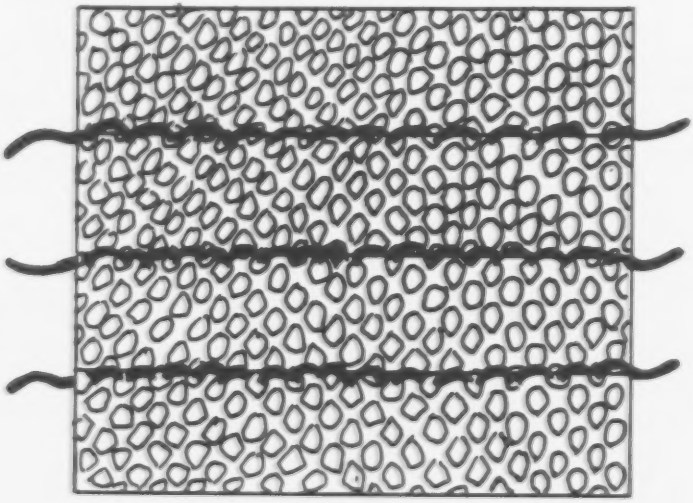
Preparation:

Buy rolls of honeycomb at a craft shop. Cut four 16″ strips of honeycomb and pieces of colorful yarn 22″ long. Using a large plastic needle, sew the four strips together (see illustration). Leave a 3″ allowance of yarn on each side to tie into a fringe.

Procedure:

The student will sew each row, using yarn in an up-and-down sewing motion.

When all rows are completed, tie the ends in knots to give a fringed effect.



PART V

Hands-On Bulletin Boards

Chart the Weather

Objective:

To orally discuss the weather, turn a pointer to a picture depicting the weather, and chart the weather graphically

Materials:

Background paper for the bulletin board
Marking pens
Display letters (optional)
Poster board
Scissors
Ruler
Stapler
Arrow
Map pin
Paper

Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters) THE WEATHER.

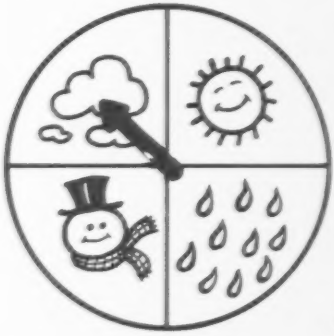
Cut out a large circle from poster board. Divide it into four sections. On each section, draw a picture depicting a weather condition. Staple the circle to the bulletin board. Attach an arrow to the middle of the circle, using the map pin.

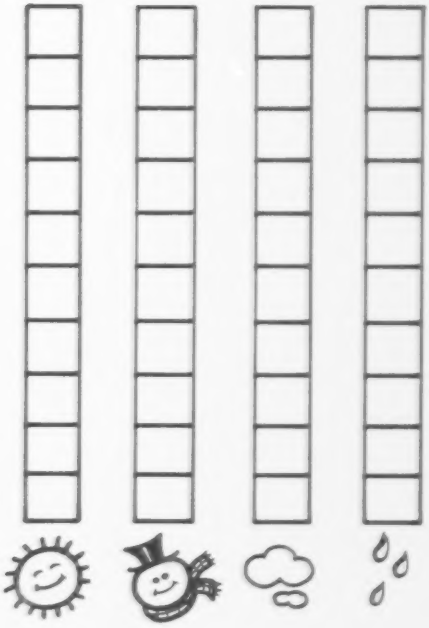
Cut four 2″ x 20″ strips of paper. Divide each strip into ten 2″ squares. Staple the strips to the bulletin board. Under each strip, repeat the drawings that depict the weather conditions.

Procedure:

1. Each day, the students will discuss the weather.
2. A student will turn the pointer to the appropriate picture for the day.
3. A student will color one square on the appropriate strip for the day.

4. At the end of the month, the students can count the squares; talk about which condition dominated the month's weather pattern; and use terms such as most, least, same, more, and none.





The Four Seasons

Objective:

To sort index cards and pictures according to season

Materials:

Background paper for the bulletin board
Marking pen
Display letters (optional)
Four library pocket cards
Manila envelope
Stapler
Index cards
Laminating material
Old magazines
Scissors
Paste

Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters) THE 4 SEASONS. Label the library pocket cards SPRING, SUMMER, FALL, WINTER. Staple the pockets and the manila envelope to the bulletin board.

On index cards, write season-related words representing IEP objectives (names of the months, holidays, temperature readings, etc.). Laminate the cards and place them in the manila envelope.

Provide old magazines, scissors, paste, and a supply of index cards.

Procedure:

1. The student will look through magazines to find seasonal pictures.
2. The student will cut out the pictures, paste them on index cards, and place them in the manila envelope.
3. The student will sort the pictures and cards from the manila envelope into the pockets, according to season.

What Is the Date?

Objective:

To read the day, month, and date

Materials:

Background paper for the bulletin board
Marking pens
Display letters (optional)
Poster board
Scissors
Ruler
Stapler
Three arrows
Three map pins

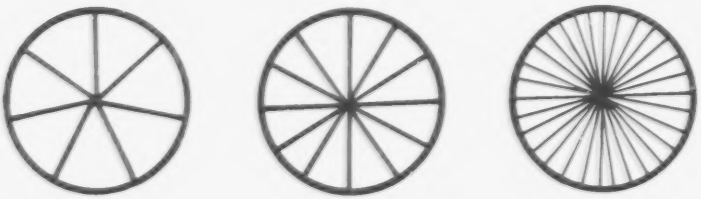
Preparation:

Assemble the bulletin board background, Across the top, write (or use display letters) WHAT IS THE DATE?

Cut out three large circles from poster board. Divide one into seven sections and write the days of the week. Divide another circle into twelve sections and write the months. Divide the remaining circle into thirty-one sections and number each for the days of the month. Staple the circles to the bulletin board. Attach an arrow to the middle of each circle, using a map pin.

Procedure:

1. Each day, the students will discuss the date.
2. A student will adjust the pointers to show the appropriate day, month, and date.



Days of the Week

Objective:

To sequence the days of the week

Materials:

Background paper for the bulletin board
Marking pen
Display letters (optional)
Manila envelope
Stapler
Seven small hooks
Poster board
Paint or crayons
Scissors
Laminating material
Paper punch

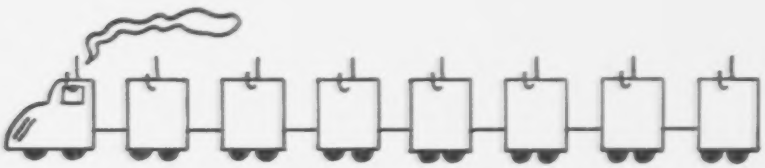
Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters) 7 DAYS IN A WEEK. Staple the manila envelope to the bulletin board. Hang the hooks and draw a straight line across the board.

Draw, color, and cut out seven train cars from poster board. Write a day of the week on each car. Laminate the cars and punch a hole at the top of each one. Store the cars in the manila envelope.

Procedure:

The student will sequence the days of the week and hang the cars in order on the bulletin board.



Matching Numbers 1 through 10

Objective:

To match numbers 1 through 10

Materials:

Background paper for the bulletin board
Marking pens
Display letters (optional)
Manila envelope
Stapler
Ten small hooks
Folding bristol
Ruler
Laminating material
Paper punch

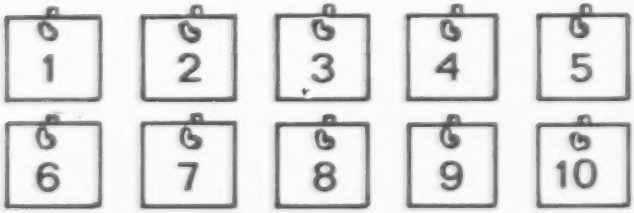
Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters) MATCH THE NUMBERS. Staple the manila envelope to the bulletin board, and hang up the hooks.

Rule the bristol into twenty 6″ cards. Make two sets of numbers 1 through 10. (The matched numbers could be the same color; that is, 1 = red, 2 = blue, etc. Later, the color cue could be phased out.) Laminate the cards and punch a hole at the top of each one. Hang one set on the hooks. Place the other set inside the manila envelope.

Procedure:

The student matches the numbers, hanging each one on the appropriate hook.



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Count to Ten

Objective:

To sequence numbers 1 though 10

Materials:

Background paper for the bulletin board
Marking pen
Display letters (optional)
Manila envelope
Stapler
Overhead projector (optional)
Poster board
Paint or crayons
Scissors
Laminating material
Paper punch
Twenty small hooks
String

Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters and numbers) COUNT TO 10. Staple the manila envelope to the bulletin board.

On poster board, draw, color, and cut out large pictures of a balloon man and ten circles for balloons; and a kite and ten kite ribbons. (If you wish, you can use an overhead projector and copy the pictures on pages 87-88.)

Write numbers 1 through 10 on the balloons and ribbons. Laminate and punch a hole at the top of each one. Store them in the manila envelope.

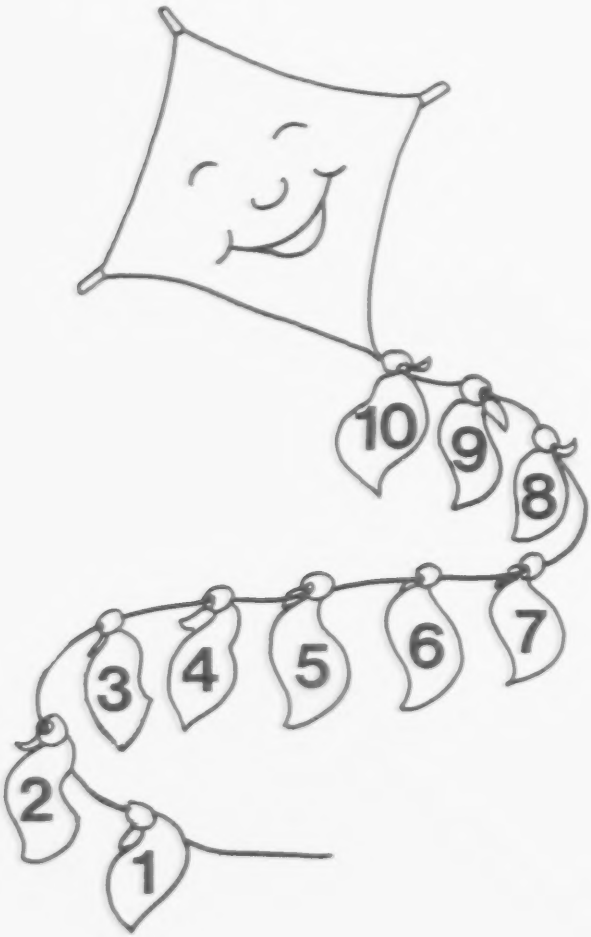
Staple the balloon man to the bulletin board. Hang ten hooks around the balloon man. Attach string from each hook to the balloon man's hand.

Staple the kite to the bulletin board. Attach string to make a tail. Hang ten hooks along the tail.

Procedure:

The student will sequence the numbers 1 through 10 and hang them in order, giving the balloon man ten balloons and the kite ten ribbons.

Alternate the balloons and kite ribbons while stressing the objective.



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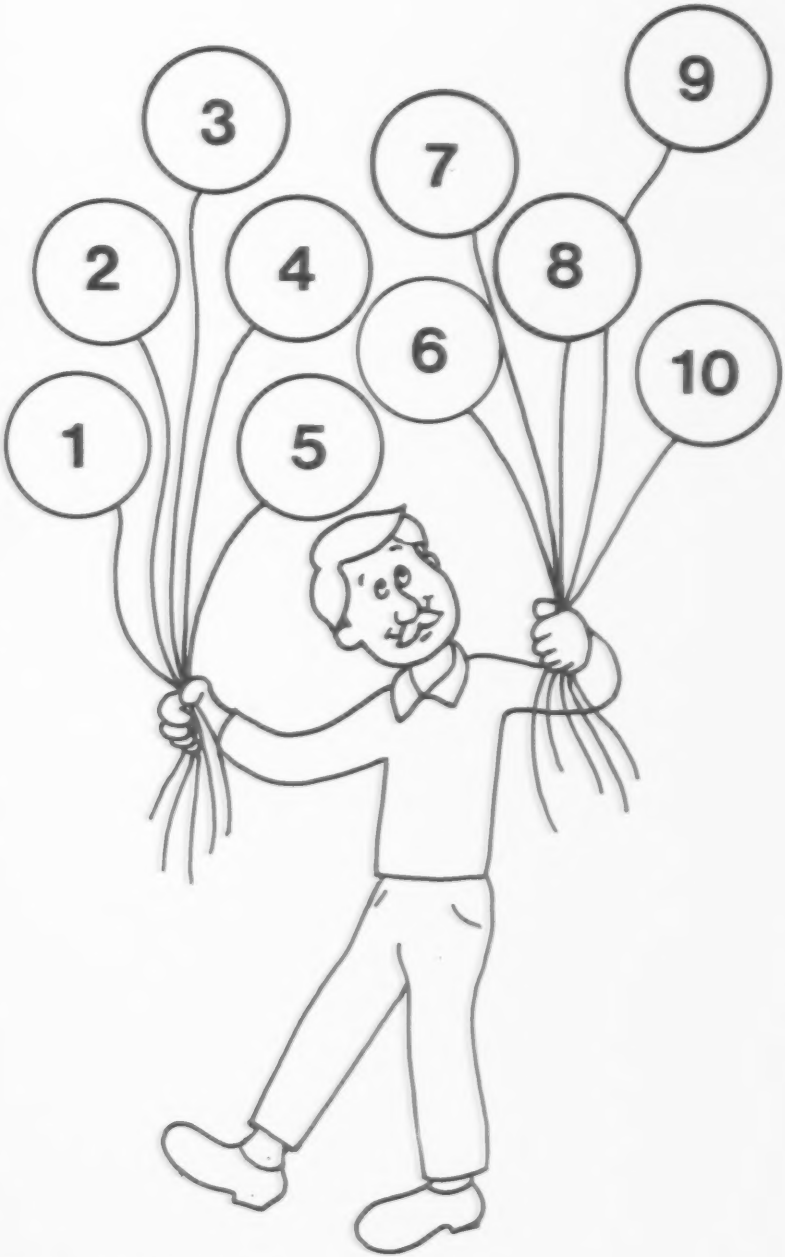

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Colors and Color Words

Objective:

To associate colors with the corresponding color words

Materials:

Background paper for the bulletin board
Marking pen
Display letters (optional)
Overhead projector (optional)
Poster board
Paint or crayons
Scissors
Red, blue, yellow, and green construction paper
White paper
Staples
String

Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters) 4 COLOR WORDS.

On poster board, draw, color, and cut out a large picture of a child. (If you wish, you can use an overhead projector and copy the figure on the opposite page.) Cut out one balloon from each color of construction paper. Cut out a window on each balloon. Glue white paper behind the window, and write the appropriate color word on it. Staple the figure and the balloons to the bulletin board. Staple strings from the balloons to the figure.

Use the bulletin board as a reference during activities that require the student to match colors and color words.

Long and Short Vowels

Objective:

To discriminate short vowels from long vowels in words

Materials:

Background paper for the bulletin board
Marking pen
Display letters (optional)
Manila envelope
Stapler
Poster board
Scissors
Two paper bags
Index cards
Laminating material

Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters) GHOSTLY VOWELS. Staple the manila envelope to the bulletin board.

Draw and cut out a ghost from poster board. Staple it to the bulletin board. On one paper bag, write SHORT VOWEL WORDS. On the other paper bag, write LONG VOWEL WORDS. Staple a bag on each side of the ghost.

On index cards, write words with short and long vowels. Laminate the cards. Store them in the manila envelope.

Procedure:

The student will sort the cards into the appropriate bag.

WORDS TO SORT

Who Is Your Hero?

Objective:

To write short stories, improve fine motor skills, and develop a language experience folder

Materials:

Background paper for the bulletin board
Marking pen
Display letters (optional)
Stapler
Large, colorful paper pocket (language experience folder)
Line drawings of six or more popular TV and cartoon characters
Wide-lined paper
Pencils
Crayons

ACTIVITY I

Preparation:

Assemble the bulletin board background. Across the top, write (or use display letters) WHO IS YOUR HERO?

Reproduce line drawings of the TV and cartoon characters. Make a set for each student plus one set for the bulletin board. Color that set and staple it to the board. Write the character's name under each picture.

Distribute sheets of wide-lined paper and pencils.

Procedure:

1. The student will choose a hero and write a short story about that character.
2. The student will place the story in the folder on the bulletin board.

ACTIVITY II

Preparation:

Each day, select one of the stories to read to the students. Write the story on the blackboard. Distribute sheets of wide-lined paper and pencils.

Procedure:

1. The student will copy the story from the blackboard.
2. The student will place the story in the folder on the bulletin board.

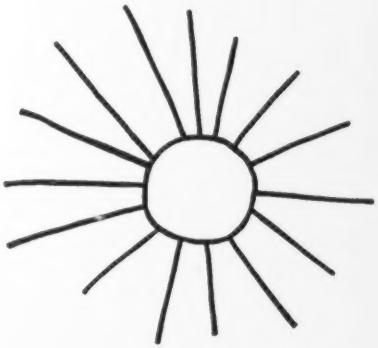
ACTIVITY III

Preparation:

Give each student crayons and a line drawing of the day's hero.

Procedure:

1. The student will color the line drawing.
2. The student will place the colored picture in the folder on the bulletin board.



Additional resources for your special education program . . .

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